

Teacher: Mr. Diffin

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Summary of Unit

In this unit students will understand how WWII altered how the world looks at itself and each other, that WWII affected Communities in the world, and that WWII had specific impacts on political processes and developments. They will be asked such essential questions as How did WWII shift world view? How were regional communities affected by WWII? Why were political processes and developments affected by WWII? By the end of the unit they will be expected to demonstrate political processes of different nations, document world views of Post WWII, exhibit how communities Changed, compare and contrast pre and post political processes of axis nations, relate to community members after WWII, and realize how they saw the world as a result of WWII. by the end of the unit the students will be expected to know Important Peoplesuch as Hitler, Truman, Roosevelt, Mussolini, Hirohito, Churchill, Chiang Kai-Shek, Stalin, Important Events such as Normandy, Pearl Harbor, Iwo Jima, Bastogne, Sicily, Giulino di Mezzagra, Hiroshima, Nagasaki, and Vocabulary such as people to people relations, Allies, Axis, The Big Three, Democracy, fascism, socialism, communism, Proportional representation, monarchy, Totalitarianism, imperialism, Holocaust, Nazi, U-Boat, D-Day, V.E. Day, V.J. Day, Chinese persecution, sino-Japanese wars, Soviet Union, Poland, Austria, England, Isreal.

Establish Goals

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Performance Indicators: B,C,D

Students will understand that

- WWII altered how the world looks at itself and each other.
- WWII affected Communities in the world

- WWII had specific impacts on political processes and developments

Essential Questions

- How did WWII shift world view?
- How were regional communities affected by WWII?
- Why were political processes and developments affected by WWII?

Students will know

- Important People

Hitler, Truman, FDR, Mousolini, Hirohito, Churchill, Chiang Kai-Shek, Stalin

- Important Events

Normandy, Pearl Harbor, Iwo Jima, Bastogne, Sicily, Giulino di Mezzagra, Hiroshima, Nagasaki, African campaign, Berlin, Austria, Poland,

- Vocabulary

Maginot Line, Allies, Axis, The Big Three, Facism, Totalitarian, Holocaust, Nazi, U-Boat, D-Day, V.E. Day, V.J. Day, Democracy, socialism, National socialism, communism, Proportional representation, monarchy, Totalitarianism, imperialism

Students will be able to

- Demonstrate political processes of different nations
- Document world views of Post WWII
- Exhibit how communities Changed
- Compare and contrast pre and post political processes of axis nations.
- Relate to community members after WWII
- Realize how they saw the world as a result of WWII

Performance Task Overview

You are a newscaster for CNN and the chance to do a memorial for an event in the war arises. Your production staff tells you that you have to do a newscast about either an event in the war or series of events that took place in the war. The production staff also wants you to make a connection from the war to something from the modern era. There are three things that need to be covered in the newscast: How this event changed the war and the and the worlds response to it? How was the community that it affected change/can you relate to them? How were political developments affected by this event? The newscast should encompass information from primary and secondary documents as well as graphics you have

created and some from the events themselves.

Expectations

Absences:

Attendance to class is necessary for the students achievement and success in school. It will be necessary to attend class on a regular basis. If the student is going to be out please inform me beforehand so that I can get the materials ready so that you will not fall behind. You can email me to get a hold of me or try and see me when I am free.

Plagiarism:

According to the MERRIAM-WEBSTER ONLINE DICTIONARY to plagiarize means to steal and pass off (the ideas or words of another) as one's own, to use (another's production) without crediting the source, to commit literary theft, to present as new and original an idea or product derived from an existing source. In this modern technological age it is easy to plagiarize either on purpose or by accident and copying and pasting would be an example of this. The school has a policy for plagiarizing and the consequences will be handled accordingly.

Assignments:

Assignments are to be handed in, in a timely manner. They are very important to the acceleration of the class. If the student needs help or an extension coming to talk to me would be the first step and we can try and work something out.

Classroom Expectations:

There are school wide rules that will be followed in the classroom and at the beginning of the year we will have a class meeting where rules will be agreed upon and put into place by me and the students.

Benchmarks

Point total:1000

Google docs: Use google docs to write a short position based papers where the students would read the other students work over the google docs and attempt to argue the points of the students. The students will be writing a paper on the position of a country in regards to there stance with another country during world war two. They can either write about two countries that are allied together and how they related, they can write about two opposing countries and why they were opposed, or they can write about two countries that were not connected and write about how they would have compared if they had been involved with each other. 80 points

Prezi: Students will use a prezis to show the pre and post war events in a timeline through pictures and short videos. The students will be creating a timeline with the graphic organizers they have accumulated over the unit in which they will compile them against each other with a prezis that flows in order of events.

they should use a combination of photos, videos, and text to present all of the accumulated information.
130 points

Glogster: Students will use glogster to do small posters online to show the individual political processes of the era and specific regions. They will either pick the axis political processes or the allied political processes and demonstrate them against each other as well as how they changed before and after the war.
120 points

Audio recording: Students will use audio recordings from WWII as WWII was a leap in the auditory age and they will be showing a connection between now and then through technology. They will find important speeches, either pre-recorded or they can record themselves saying it, and spend some time talking about them in an audio recording. 120 points

Blog: Students will blog about how they can relate to the people in the communities and towns during WWII. This will be individualized to each lesson and the exact task will be assigned after each lesson.
200 points

Imovie: Students will use a video to do a newscast about how events and changes in the world affected world views. You are a newscaster for CNN and the chance to do a memorial for an event in the war arises. Your production staff tells you that you have to do a newscast about either an event in the war or series of events that took place in the war. The production staff also wants you to make a connection from the war to something from the modern era. There are three things that need to be covered in the newscast: How this event changed the war and the and the worlds response to it? How was the community that it affected change/can you relate to them? How were political developments affected by this event? The newscast should encompass information from primary and secondary documents as well as graphics you have created and some from the events themselves. 350 points

Grading Scale

A (93 -100), **A-** (90 - 92), **B+** (87 - 89), **B** (83 - 86), **B-** (80 - 82), **C+**(77 - 79), **C** (73-76), **C-** (70 - 72), **D+**(67 - 69), **D** (63 - 66), **D-** (60 - 62), **F** (0 - 59).